

California Lutheran University

Bachelor's Degree for Professionals

REL 334-A1 – The American Religious Experience

Fall 2016 / Wednesdays 6-9:30 pm – WH 115

August 29 – November 14

Dr. Carlson

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WH Hours: Wednesdays, 5-6 pm and by appointment



Drop Dates:

September 12 – Last day to add; last day to drop (without a “W” or financial penalty)

October 10 – Last day to withdraw without academic penalty

Course Description

This course will trace the historical development of religion and religious expression in America from the early encounters with Native American traditions to the contemporary pluralistic experience. Starting with Spanish, French and English colonial enterprises, emphasis will be placed on the arrival of diverse religious groups, the rise of uniquely American religious traditions, and the relations of religion to various socio-political movements and to the diversity of persons and cultures represented in American public life today. While we will touch on Canadian and Mexican influences and experiences, the primary focus will be on the U.S.

Textbooks

Required: Gaustad, Edwin S. and Leigh Schmidt, eds. . *The Religious History of America*. New York: HarperOne, 2002.

Various primary sources, available on line (course web page)

Course Goals/Outcomes

This course fulfills Upper Division Religion and US Diversity in the California Lutheran University Core 21 requirements.

US Diversity outcomes include communicating knowledgeably about experiences, perspectives and contributions of diverse individuals/groups in the US with regard to race or ethnicity and gender; evaluating the strengths and weaknesses of different perspectives; and using awareness of similarities and differences the better to understand an increasingly complex world.

Upper Division Religion outcomes including being able to speak and write clearly and knowledgeably about the various religious traditions on a particular aspect of religion (in this case, geographical); utilizing the analytical methodologies of religious studies (in this case, primarily historical); and demonstrate a nuanced understanding of the religious traditions studied in the course.

A. The student who completes this course should be able to articulate a broad history of religious experience in North America, from the (just) pre-colonial period through the present day. In particular, the student will have:

- 1) an understanding of how Christianity has informed and/or been informed by the social and political history of the continent;
- 2) various historical periods that have given rise to the primary movements within various

- religious traditions;
- 3) the major players in those religious traditions; and
 - 4) the main points of concord or conflict between those traditions.
- B. The purpose of this class is not so much to learn dates of various events as to think critically about those events, and their lasting effects and meanings. It should contribute to your understanding of the wide diversity in the American religious experience, and ultimately to help you in articulating your own identity within that experience. Among those diverse expressions we will explore perspectives rooted not only in multiple religious traditions, but in gender, class, sexuality and ethnicity. The student who completes this course should be able to identify the characteristics of those perspectives, and write about them critically, but respectfully. (US Diversity Outcomes)
- C. The course will study North American – and primarily U.S. – religious experience from a historical perspective. This means that many of the readings, though varying in type and perspective, will be from primary sources from the periods we are studying, and so learning to read these sources will be a goal of the class. (UD Religion Outcomes)
- D. Thinking critically and reflecting upon these sources will play a major role in the course. You will be expected to be able to articulate your critical thought and reflection in three major ways:
- 1) class discussion, in which you will reflect on certain readings and their contexts;
 - 2) small group work, in which you will work together to present findings on readings; and
 - 3) essays and other written work, in which you will respond to questions presented about the readings. (University Outcomes)
- E. Students who take this course will have tools to approach multiple religious traditions with respect as well as understanding, even if they do not agree with those traditions. (UD Religion Outcomes)

Requirements

1. **Attendance.** Yes, you need to be here. The interaction between us all both in the entire class and in small groups will be an essential element in your learning. Please do everyone else in the class the courtesy of being here, on time, every time – it really does take a village. If you must be absent due to illness or for another emergency, please contact me as soon as possible via email or telephone. Makeup exams and late papers will not be permitted, except in situations so extraordinary that I don't even want to think about them. The use of cell phones or texting during class will count as an absence for the day. If you have more than two absences, we will need to discuss the possibility of you dropping the class.
2. **Participation.** Preparation is essential here. If it is evident that you have not done the reading, it will show. (That goes for papers, too, in case you were wondering.) Participation will be not only your individual contribution to the class, generally, but your work in small groups as well.
3. **Readings.** The readings listed for each class session are to be read in advance of that session. Students should come to class prepared to discuss the readings. An important note for shy students: *quantity* of discussion is not necessarily a reflection of *quality*. A general rule of thumb is to read the assignment from Gaustad before reading the primary sources. Our class time will be spent briefly reviewing Gaustad, and then engaging with the primary sources themselves.
4. **Online Lectures.** Part of the homework for each class session will be to watch online, pre-recorded lectures. These lectures are designed to accompany and enhance the readings from Gaustad. These can be viewed at your leisure, but must be watched before the class session. They are generally short (less than 20 minutes) and will be grouped together by class session on the class web page.
5. **Presentations.** You will present to the class one of the primary sources assigned for the class. We will discuss on the first day the expectations of what these presentations should include, but they should be geared toward facilitating discussion about the readings rather than just summarizing them.
6. **Research paper.** You will be required to write a 10-15 page research paper, discussing some aspect of religious history in America. A great deal of leeway will be given regarding the topics, but start talking about it with me early on. I would like you to select a **topic** by June 8. The paper will be due on August 3. Details regarding research papers to follow.

7. **Mid-Term and Final Examinations.** There will be a take-home mid-term and final examination consisting of brief essay questions asking you to think synthetically about the readings and discussions. They will be due on Blackboard on June 29 and August 8, and assigned one week earlier.

8. **Religious Site Visit.** You will attend a worship service in a religious community with whose traditions you are unfamiliar, and will submit a report on your experience. This report will become part of an online group discussion that will provide an opportunity to reflect on your own and other students' experiences.

9. **Film Responses.** There will be two films to watch throughout the class, and you will be asked to provide short responses to prompts for the film on each of them.

10. **Fun.** Studying religious history is a blast – I promise! No matter what your interests, I guarantee you can find a connection to religion. Love to shop for clothes? Look at the religious influence on sumptuary laws (laws about what you can or can't wear) in certain traditions. Love to eat (one of my personal faves)? Check out dietary rules, or the role of feasting in the religious history of America. Love politics? Trust me – we have that! Find your passion and follow that thread through to the end. You'll have a good time, and you'll learn a lot about your own tradition, and those of Americans all around you.

11. Finally: *Media use outside of class purposes is tacky.*

One of the goals of academia is not to fill your head with facts and data, but to teach you how to 1) focus; and 2) listen. You can't do the second without the first. Please do not have social media open on your computers, and *turn off* your phones during class, except in emergencies.

Grading

The basic breakdown of the grading will be as follows:

	Points
Attendance and participation:	100
Presentations:	100
Film responses (2 @ 50 points each):	100
Site visit:	100
Research paper:	200
Mid-term examination:	150
Final examination:	<u>150</u>
Total:	900

90-100% = A range; 80-89% = B range; 70-79% = C range



Statement on Academic Honesty:

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of CLU's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks. Plagiarism, cheating, unethical computer use and facilitation of academic dishonest are examples of behavior which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- word-for-word copying without using quotation marks or presenting the work as yours;
- using the ideas or work of others without acknowledgement;
- not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge.

I have failed people for plagiarism. Please do not make me do it again.

Standards of Student Conduct Statements:

- [Student Life Handbook](#)
- [Academic Honesty Statement](#)

Course Evaluations Statement

All course evaluations are conducted online. You will receive an email message reminding you when the website is open for your feedback. The link is: <http://courseval.callutheran.edu>.

Please, PLEASE help me and the University improve by giving us your thoughtful feedback.

Disability Statement:

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need. The Disability Support Services Coordinator is located in the Center for Student Success Office located at 3259 Pioneer Street, and can be contacted by calling 805.493.3260 or emailing wjimene@callutheran.edu.



University Harassment Policy:

Be civil to each other, both on- and offline. For information on the University's **student harassment policy and rights, please go to the following link:**

[Student Life Handbook](#)

Sexual Misconduct:

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at: <http://www.callutheran.edu/title-ix/>

Veterans Resources

If you are a veteran, military member, or family member of a vet or military member, please refer to Cal Lutheran's Veterans Resources webpage for important information: <http://www.callutheran.edu/veterans/> Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, veterans@callutheran.edu or 805.493.3648, for more information.

Pearson Library

Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page <http://www.callutheran.edu/library> There are many ways to contact Pearson Library for research assistance, no matter where you are!

- Email Yvonne Wilber (Professionals liaison) at ywilber@callutheran.edu
- General Library email: CLUlibrary@callutheran.edu
- Library main phone: 805.493.3250
- Text us your question: 805.493.3867
- Get more help at: <http://www.callutheran.edu/library/help/>

CLU Writing Center

The Writing Center provides 1:1 writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse disciplines of study at Cal Lutheran. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English

language learners, and accomplished scholars alike. All members of the Cal Lutheran community with an @callutheran.edu email address are welcome to make use of our services. For more information, please visit at www.callutheran.edu/writing_center or call 805.493.3257. Please schedule appointments online through MyCLU Blackboard with the yellow “The Writing Center” icon in “Tools,” or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library.

Help Desk

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please click on the following link for more information http://www.callutheran.edu/iss/technology_services/helpdesk.php or call: 805.493.3698.

Study / Class Time

The expectation for this course is that you will spend the equivalent of just over 5 hours per week in classroom and asynchronous classroom time (including online lectures, 1-on-1 mtgs., etc.), and approximately 9 hours per week studying and completing assignments for this course.

Activity	Instructor-Led Hours		Homework Hours		Remarks
	Weekly	Course	Weekly	Course	
Readings			4:00	44:00	Over 11 weeks, uneven distribution
Weekly classes	3:20	36:00			Does not include final exam.
On-line lectures	1:45	19:15			Average, varies by week
On-line films				7:00	2 1-hour films, plus responses
Site visits				7:00	Site visit, plus response
Research Paper		0:15		29:00	Includes ¼ hour conference w/professor
Mid-Term (Including Prep)				10:00	Average, varies by student
Final Exam (Including Prep)				10:00	Average, varies by student
Total		55:30		98	

Class Session Structure

Each class session will attempt to follow this basic structure:

Hours	Activity
6:00-7:00	discussion regarding Gaustad (background to primary sources)
7:00-8:20	student presentations on primary readings (20 minutes each)
8:20-8:30	break
8:30-9:30	professor presentation on readings; group study; synthesis



Course Schedule

Subject to change as the spirit or calendar moves...

Week / Date	Readings / Assignments
Week 1 August 31	RHA: Chapter 1 On Line Readings: Ponce de Leon; Bartolomé de las Casas <i>(We will address the readings in class.)</i> <i>Introductions, reading primary sources.</i>
Week 2 September 7	RHA: Chapters 2-3 On Line Readings: Rolfe; Winthrop; Hutchinson; Williams Trail of Tears film response due
Meet during Week 3 with Dr. Carlson to discuss Research Topic	
Week 3 September 14	RHA: Chapters 4-5 On Line Readings: Penn; Allen; Baltimore; Archdale; Garden Research Topic Due
Week 4 September 21	RHA: Chapter 6-7 On Line Readings: Dec. of Independence; Washington; Whitefield; Beecher 1; Finney; Brownson
Week 5 June September 28	RHA: Chapters 8-9 On Line Readings: Beecher 2; Whitman; Wise; Young; Turner; Truth; Lovejoy; England; Lincoln Research Paper <u>preliminary</u> bibliography due Mid-Term Exam assigned
Week 6 October 5	RHA: Chapters 10-11 On Line Readings: Morse; Fung Chak; Hughes; Schechter; Dabney; Brown Blackwell; Strong; Gladden; Rauschenbusch; McGlynn Mid-Term Exam due on Outlook
Week 7 October 12	RHA: Chapters 12-13 On Line Readings: Spalding; Abbot; Ireland; Brown; Webb; Dharmapala; Vivekananda; Herzl; Fosdick Prince Among Slaves film response due
Week 8 October 19	RHA: Chapter 14 On Line Readings: Talmage; Gibbons; LeConte; McCosh; Darrow/Bryan Site Visit reports due
Week 9 October 26	RHA: Chapters 15-16 On Line Readings: Fagley; Fackenheim; Matthews; Oxnam
Week 10 November 2	RHA: Chapters 17-18 On Line Readings: King; Reagan; Patel; Harris
Week 11 November 9	Final Class Discussion Research Paper due on Turn-It-In Final Exam assigned
Monday, November 14	Final Exam due on Outlook

Presentations

Week 3 – Chapters 4-5

William Penn	Chelsea Balcezak
Richard Allen	Claira Guerra
John Archdale	Nathan Moore

Week 4 – Chapters 6-7

George Whitefield	Stan Merrell
Lyman Beecher	Pedro Alvelo
Orestes Brownson	Tom Calbert

Week 5 – Chapters 8-9

Narcissa Whitman	Monica Vega
Isaac Mayer Wise	Adrian Hill
Soujourner Truth	Matt Sitler
John England	Tyler Segal

Week 6 – Chapters 10-11

Samuel Morse	
Antoinette Brown Blackwell	Susan Koeritz
Washington Gladden	Christopher Charles

Week 7 – Chapters 12-13

John Spalding / Lyman Abbot	Russell Laubacher
John Ireland	Alla Kucheruk
Mohammed Webb	Chris Davis

Week 8 – Chapter 14

T. DeWitt Talmage	Kathleen Ries
James Cardinal Gibbons	Jeff Sakaida
James McCosh	Rigo Garcia

Week 9 Chapters 15-16

Richard Fagley	
Emil Fackenheim	
J. B. Matthews	Richard Bell
G. Bromley Oxnam	

Week 10 – Chapters 17-18

Martin Luther King, Jr.	
Ronald Reagan	Jennifer McIntyre
Eebo Patel	
Sam Harris	